

DOCUMENT RESUME

ED 453 879

JC 010 436

TITLE Dallas County Community College District Summary of Technical Education Follow-Up Survey (May 1998-August 1999 Graduates/Certificate Completers).

INSTITUTION Dallas County Community Coll. District, TX.

PUB DATE 1999-00-00

NOTE 10p.

PUB TYPE Reports - Research (143)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Community Colleges; *Education Work Relationship; Educational Benefits; *Self Evaluation (Groups); *Student Attitudes; *Student Educational Objectives; Student Surveys; Technical Education; Two Year Colleges

IDENTIFIERS *Dallas County Community College District TX

ABSTRACT

A survey of 509 technical education students who had graduated or completed a certificate from the Dallas County Community College District (DCCCD) between May 1998 and August 1999 identified students' primary educational goals while attending DCCCD as: (1) earning a two year degree (48%); (2) improving skills in a current job and/or getting a better job (16%); (3) transferring to a four year college (15%); (4) achieving skills to seek employment (11%); and (5) earning a certificate from a technical program (9%). Overall, graduates were satisfied with their goal progress, technical training, skills acquired for citizenship and critical thinking, and overall education. Approximately 90% of the respondents were employed, and 70% were in jobs relevant to their field of study. Graduates indicated they were most likely to return to study topics of personal interest and less likely to return to pursue an additional degree. Student comments were categorized describing education outcomes (88% positive, 6% negative), education as it relates to the job world (40% positive, 60% negative), and education experience (57% positive, 43% negative). Appendix A contains a list of 194 companies employing graduates. Appendix B contains a response profile broken down by the DCCCD college respondents attended. (PGS)



Dallas County Community College District

Summary of Technical Education Follow-up Survey (May 1998 -August 1999 Graduates/Certificate Completers)

Primary educational goal

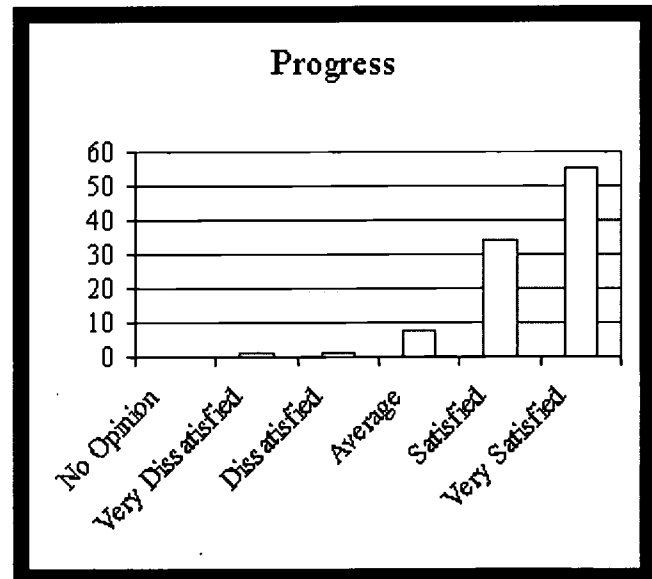
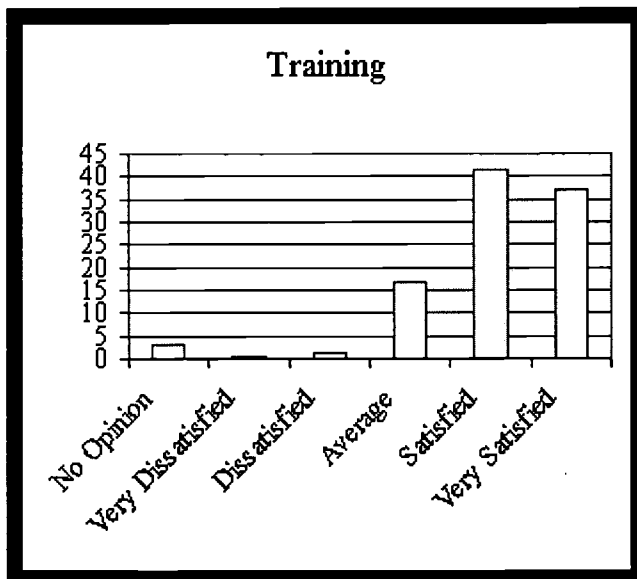
Students were asked about their primary education goal while attending a DCCCD college. The following is a breakdown of 509 responses:

Earn a two year degree	47.7%
Improve skills in current job and/or get better job	16.3%
Prepare for transfer to four year college	15.3%
Achieve skills needed to seek employment	11.2%
Earn a certificate from a technical program	9.4%

Interestingly enough, most students enrolled in a technical education program were not working towards certification, but were working towards an associate degree. Approximately $\frac{1}{4}$ of technical education students sought to improve or acquire job skills.

Satisfaction:

Graduates appeared to be overwhelmingly satisfied with their goal progress, technical training, skills acquired for citizenship and critical thinking skills, as well as their overall education. In all categories, more graduates were satisfied than not. The following charts illustrate the percentages of responses:



PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

R.G. Shaw

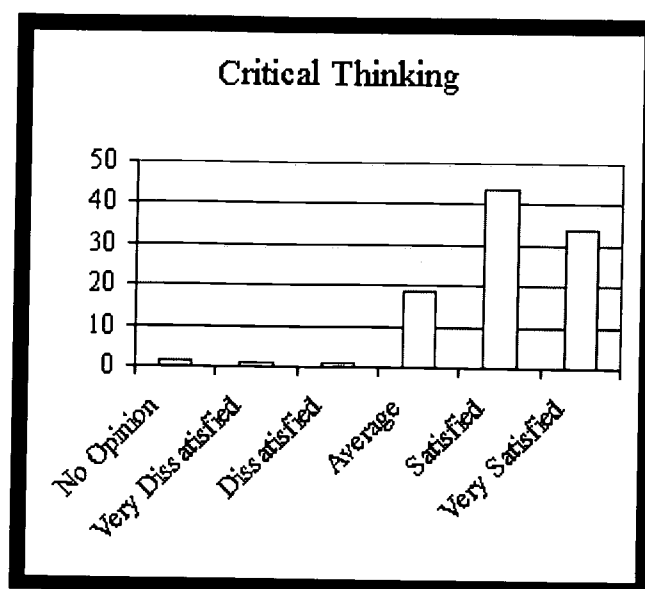
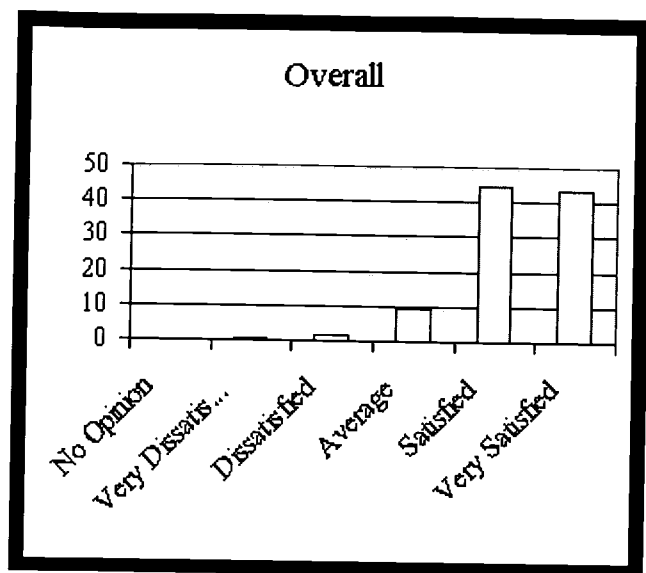
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC010436



Note that the figures in the bar charts indicate percentages of the total sample (n=510 before excluding non-respondents). For instance, the "Overall" chart illustrates that 43.4% of graduates were "very satisfied" with their overall education at DCCCD. The highest satisfaction ratings were given for "progress toward goal", indicating a high degree of perceived program effectiveness (with respect to helping students achieve their ultimate goals).

Employment Status:

Technical education graduates did not have trouble securing a job. Approximately 90% of the students are employed. A list of employer names provided by respondents is given in Appendix A. The following is a breakdown of employment status:

Employed full-time (35+ hours per week)	79.9%
Employed part-time	10.8%
Unemployed/seeking employment	4.1%
Not employed/not seeking employment	5.1%

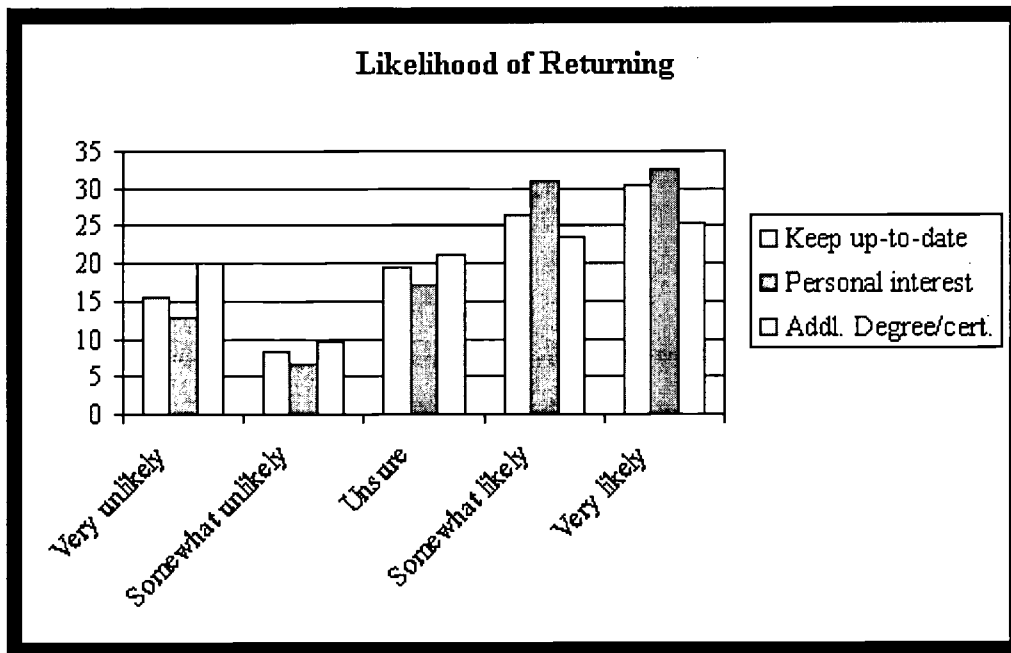
Relevance of Technical Training to Job

Most graduates found jobs relevant to their field of study (69.8%). Of those who's jobs are not relevant, we find that many retained the job they had while attending school, or simply have not been able to locate a relevant job. The following summarizes the data:

Job Related to Training	69.8%	
Job Not Related to Training	30.2%	-----
		Maintained old job 40.7%
		Found better paying job 16.7%
		Did not seek related job 13.9%
		Can't find related job 22.2%
		Not fully qualified 18.5%
		Other
		* Categories are not mutually exclusive.

Future Studies at DCCCD

Graduates were asked about their likelihood of returning to a DCCCD college for future studies. Specifically, graduates were asked about their likelihood of returning to a DCCCD college for three purposes: 1) to keep up to date in their field, 2) to study topics of personal interest, and 3) to pursue an additional certificate or degree. A breakdown of the results is as follows:



This chart indicates that graduates are most likely to return to study topics of personal interest and less likely to return to pursue an additional degree. The magnitude of response indicates that they are likely to return for additional education. 56.8% are highly likely or somewhat likely to return to keep up-to-date in their field, while 63.6% are highly likely or somewhat likely to return to study topics of personal interest. Alternatively, 49.0% are highly likely or somewhat likely to return to pursue an additional certificate or degree.

Comments

An analysis of respondent comments provides further insight into graduates' satisfaction with Technical Education Program at DCCCD. 118 graduates included written comments with their surveys. Most comments reflect positively upon the program, its outcomes, and most individual aspects.

General comments are relatively broad, global comments about DCCCD and its schools. Most general comments were generally positive (e.g., "I enjoyed my studies ..."), with fewer negative (e.g., "... I would not recommend ..."). A notably lower number of comments were mixed (e.g., "I enjoyed the atmosphere, but did not like the facilities...") or neutral (e.g., "I am still a DCCCD student..."). From 118 responses, we have the following:

Positive general comments	51.3%
Negative general comments	30.7%
Neutral/irrelevant comments	8.6%
Mixed comments	9.4%

experience. Did the student complete their goals? Did they develop the skills that they sought? Most comments regarding educational outcomes were generally positive (e.g., "I earned a two year associate degree ... and went on and earned a B.S."), while few were negative (e.g., "I was cheated because I was told I would receive COOP experience ... and it was denied me."). From 17 comments about educational outcome, we have:

Positive educational outcome	88.2%
Negative educational outcome	5.9%

Occupational outcome comments reflect graduates' feelings about their education as it relates to the job world. Did their training result in workplace opportunities (job openings, promotions), or did the education experience leave them lacking in the workplace? Most comments regarding occupational outcomes were very positive (e.g., "I increased my salary by 2!"), while relatively few were negative (e.g., "I did not get enough of the Networking Program to be a successful Network Administrator..."). From 15 comments about occupational outcome, we have:

Positive occupational outcome	40.0%
Negative occupational outcome	60.0%

Education experience comments focus on the graduates' perceptions of the education process. Specifically, their remarks reflect opinions about the learning environment, the physical facilities, various administrative issues (transfers, registration, etc.), student support services, program issues (such as course offerings within a particular program of study), and teacher issues. Responses were generally positive, except for facilities (which students perceived as limited or outdated), administrative issues (which students perceived as restrictive and burdensome), and student support issues (often reflecting a lack of interpersonal skills of support staff). Given 92 comments about education experience, we were able to classify 142 unique remarks about different aspects of the education experience.

Positive education experience	56.9%	Positive environment	4.2%
		Positive facilities	1.4%
		Positive admin. issues	0.7%
		Positive student support	6.3%
		Positive program issues	8.5%
		Positive teacher issues	24.6%
		Positive general experience	14.8%
Negative education experience	43.1%	Negative environment	4.2%
		Negative facilities	3.5%
		Negative admin. issues	7.0%
		Negative student support	3.5%
		Negative program issues	11.3%
		Negative teacher issues	9.9%
		Negative general experience	0.7%

Appendix A

Companies Employing Graduates

The following is a list of companies provided by respondents. Out of 509 respondents, 250 provided the name of their employer. From this, we have 194 unique employers:

"Q" The Sports Club
3M Corporation
J. Smith

AAFES
Abbe Hills Animal Hospital
Accountemps
Adecco Technical Services
Adolphus Hotel
Albertsons
Alcatel USA
Allied Vista Inc.
Alman Electric
American Flood Research Inc.
American Growth Finance
Animal Hospital of Garland
ANS
Argus Connection, Inc.
Arlington ISD
Army & Air Force Exchange Service
AT&T
AT&T Broadband
ATMEL Corp.
Austin Commercial, Inc.
AVW Audio Visial
Bank of America
Baylor Health Care System
Baylor Institute for Rehab
Baylor Medical Center Garland
Baylor of Irving
Baylor University Medical Ctr. - Dallas
Baylor-Garland Hopital
Belo Interactive
Big K-mart
Box & Associates
Buchanan Visual Communications
Buell Door Co.
Builder
Caldwell Zoo, Tyler TX
Camargo Copeland Architects
Carrollton - Farmers Branch ISD
Centex Rooney Construction Co.
Charles M. Sauter, DDS, PC
Charlton Methodist Hospital
Chase Bank
Chichakli, Hickman-Riggs CPAS
Children's Medical Center - Dallas
City of Arlington - Water Dept.
City of Carrollton
City of Dallas
City of Farmers Branch
City of Mesquite
Colesce International
Comp USA
Compucom Systems, Inc.
Computer Science Corp.
CPI Communications
scent Real Estate Equities, Inc.

CSX Lines
Dale W. Caffey Consulting Engineers
Dallas Arboretum
Dallas Co. Sheriff Dept.
Dallas County
Dallas County Clerk
Dallas County Community Supervision
Dallas County Health & Human Serv.
Dallas County Juvenile Dept.
Dallas County Sheriff's Dept.
Dallas County Tax Office
Dallas Public Schools
Dallas Southwest Medical Center
DART
DCCCD
Delta Airlines
Denny's
Design Time
DeSoto Animal Hospital
DISD
Diverse Resources, Inc.
Doctor's Hospital
DPCU
Earthlink
East Lake Veterinary Hospital
Eastfield College
ECC
EDS
El Centro College
Ericsson Inc.
Express One International
Ferris ISD
First United Methodist Church
Fossil
Freeman Auto Group
Fujitsu
Goldsmith's Inc.
GTE
Herman Miller for Health Care
Honda Suzuki North
Hot Topic
Hotel Inter-Continental
Howell's Aircraft Services
Hunt Petroleum Corp.
Inwood Medical Clinic
IRS
Irving ISD
J.C. Penney
Joffre's Caterers
Jones, Day, Reamis & Pogue
JWCCE
Lalupointe Medical Center
Law Ofc of Domingo Garcia, P.C.
Ofc of Rhonda Hunter

Lee Jarmon Ford
Legal Directories
Link Networks
Lucent Technologies
M.J. Management, Co.
Malone Mortgage Company
Manhattan Construction
MC of Plano
Med Care Now
Medical Assistants
Medical Center of Arlington
Medical Center of Lewisville
Medical Center of Mesquite
Medical City Dallas Hospital
Medical Office Services
Mesquite ISD
Methodist Medical Center
Mission Foods
Mobil Oil Corp.
Moritz Cadillac/Oldsmobile
New England Transcription
Nortel Networks
NTSG
Oak Cliff Car Care
OCI Manufacturing
Omniflight Helicopters, Inc.
Onramp Access, Inc.
Orlando Fl, Hospital
Outreach Health Services
Parkland Hospital
Pemier Aviation Inc.
Plano ISD
Presbyterian Hospital of Dallas
Presbyterian Village North
Quality Colors Collision Pro Shop
Quality High Tech Services
Regal Research
Regional Pain Care
Republic Underwriters Insurance Co.
Rhema Medical
Richardson School District
Richland College
Ri-Tar Enterprises, Inc.
Robinson Nugent
Rock - Tenn
Safelite
Sanden International USA, Inc.
SBC Communications
SBC Telecom
Sears - Asset Protection
September Services
Sherman Hospital
Sherman Hospital, Elgin, Illinois
er Leaves Nursing Center

South Aero
 Southwest Airlines
 Southwestern Bell
 Spyglass Company
 St. Paul Medical Center
 Star Medical Health Staffing
 Stream
 Tarrant County College
 TCC
 Tek Systems
 Texas Instruments
 Texas MPP
 Texas Woman's University
 Texland Printing
 Texoma Heart Group
 The Hispanic Yellow Pages
 Today's Kids Learning Center
 Town Square Rental
 Trinity Industries
 TXU
 U.S. Gov, Defense Contract Mgt
 U.T. Pan American
 United Parcel Service
 UTD
 Vartec Telecom
 Verizon
 WHISD
 Yadi's Metal Mfg., Inc.
 Zale Lipshy University Hosp.

Appendix B **Response Profile by College**

While no demographic data was collected on the sample, respondents were given the opportunity to specify the DCCCD college where they received their technical education. Most attended only one college; however, fifteen specified a second campus, and one specified a third. The breakdown is as follows:

	Respondents
Brookhaven	67
Cedar Valley	40
Eastfield	117
El Centro	146
Mountain View	45
North Lake	38

Internal Reports & Summaries



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").